

OVERVIEW

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

UNION AVENUE MIDDLE SCHOOL
427 UNION AVE
IRVINGTON, NEW JERSEY 07111-2811

This school's academic performance **significantly lags in comparison** to schools across the state. Additionally, its academic performance **significantly lags in comparison** to its peers. This school's college and career readiness **lags in comparison** to schools across the state. Additionally, its college and career readiness **lags in comparison** to its peers. This school's student growth performance **lags in comparison** to schools across the state. Additionally, its student growth performance **lags in comparison** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	12	14	33%
College and Career Readiness	36	34	50%
Student Growth	36	29	100%

Improvement Status

Focus

Rationale

Lowest Subgroup Performance

Very High Performance is defined as being equal to or above the 80th percentile.
High Performance is defined as being between the 60th and 79.9th percentiles.
Average Performance is defined as being between the 40th and 59.9th percentiles.
Lagging Performance is defined as being between the 20th and 39.9th percentiles.
Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **14%** of schools statewide as noted by its statewide percentile and **12%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **33%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **34%** of schools statewide as noted by its statewide percentile and **36%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **50%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **29%** of schools statewide as noted by its statewide percentile and **36%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

DEMOGRAPHIC INFORMATION

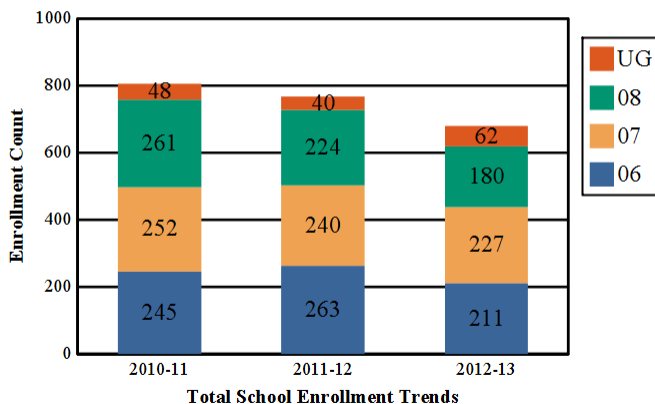
ESSEX
IRVINGTON TOWNSHIP

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13-2330-140
UNION AVENUE MIDDLE SCHOOL
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Enrollment by Grade, in Full Time Equivalent

This graph presents the count of students who were 'on roll' by grade in October of each school year.

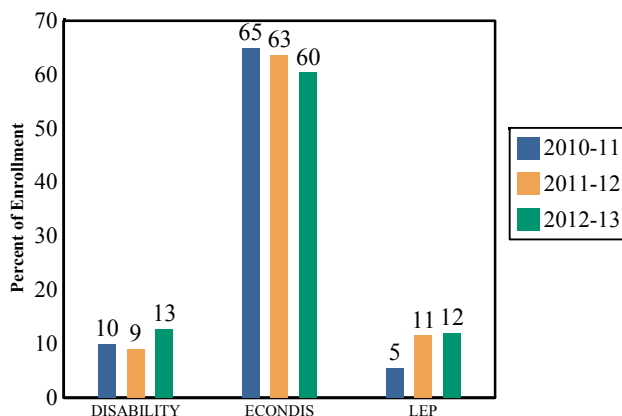


Note: "UG" represents the count of students who are 'on roll' (FTE) in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment in Full Time Equivalent

2011-12	767
2012-13	680

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	86	13%
Economically Disadvantaged Students	410	60.3%
Limited English Proficient Students	81	11.9%

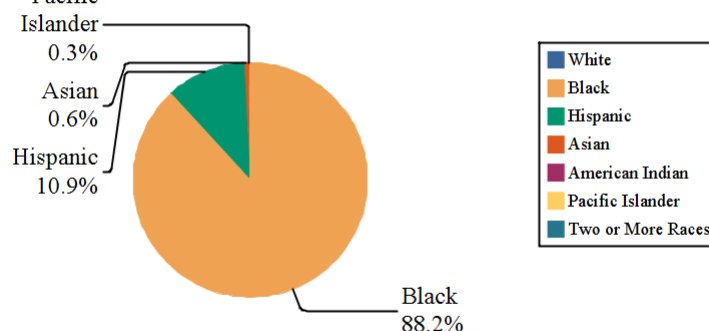
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2012-13	Percent
English	80.5%
Haitian Creole	8.6%
Spanish	6.0%
Creoles and pidgins, Frenç	3.3%
Igbo	0.5%
Yoruba	0.3%
Other	0.9%

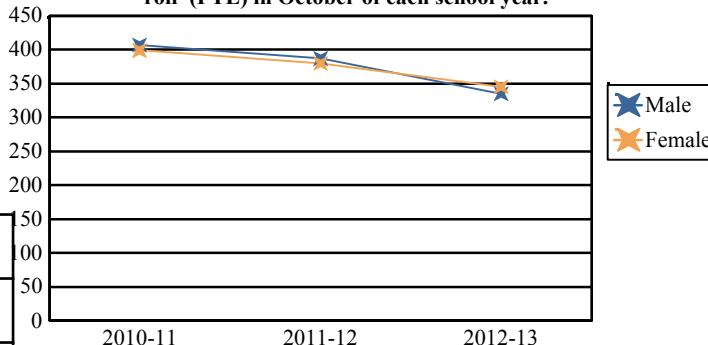
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' (FTE) in October of each school year.



	Male	Female
2010-11	407	399
2011-12	387	380
2012-13	335	345

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	43%	13	16	33%
NJASK Math Proficiency and above	44%	10	12	33%
SUMMARY - Academic Achievement		12	14	33%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

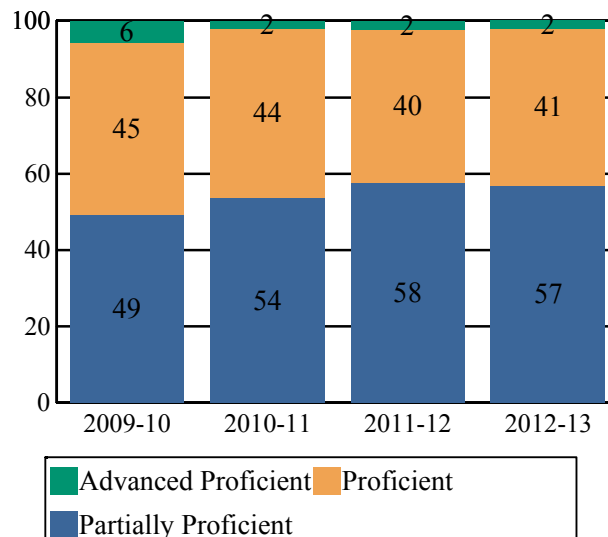
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	644	43	55.4	NO
White	-	-		--
Black	537	43.6	56	NO
Hispanic	68	38.3	47.1	YES*
American Indian	-	-		--
Asian	-	-		--
Two or More Races	34	41.1	-	--
Students with Disability	-	-	25.9	--
Limited English Proficient Students	66	18.2	24.5	YES*
Economically Disadvantaged Students	360	42.5	54.5	NO

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

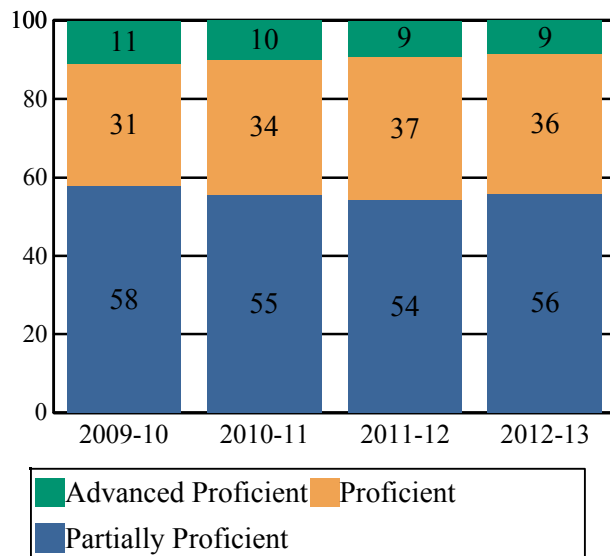
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	644	44.2	53.7	NO
White	-	-		--
Black	536	44.8	54.3	NO
Hispanic	68	48.5	45.1	YES
American Indian	-	-		--
Asian	-	-		--
Two or More Races	35	22.9	-	--
Students with Disability	-	-	27.7	--
Limited English Proficient Students	68	28	22.4	YES
Economically Disadvantaged Students	359	47.4	54.2	NO

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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NJASK Results - Language Arts Literacy Grade Level - 06

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	37%	63%
White	-	-	-
Black	0%	38%	62%
Hispanic	0%	29%	71%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	0%	11%	89%
Economically Disadvantaged Students	0%	30%	70%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 07

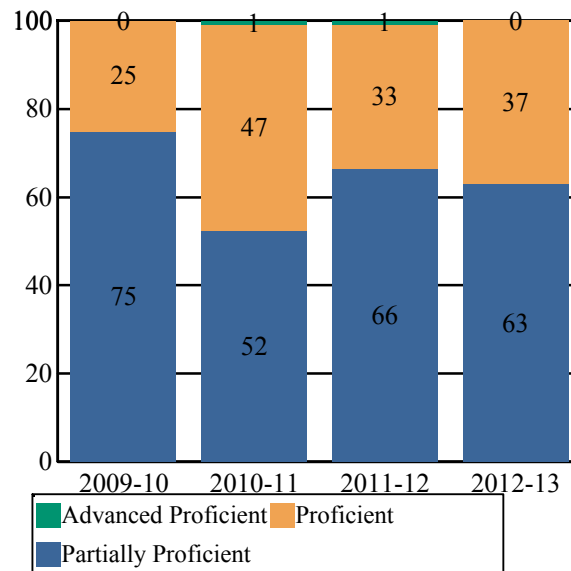
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	3%	30%	67%
White	-	-	-
Black	2%	32%	67%
Hispanic	3%	26%	71%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	8%	23%	69%
Students with Disability	-	-	-
Limited English Proficient Students	0%	16%	84%
Economically Disadvantaged Students	3%	29%	68%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

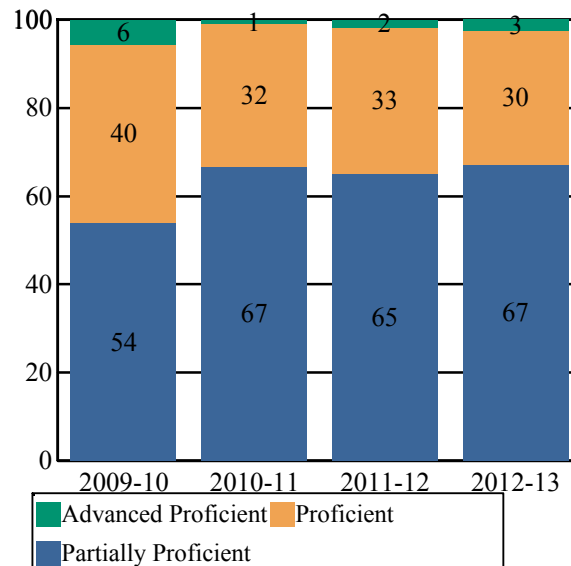
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - Language Arts Literacy Grade Level - 08

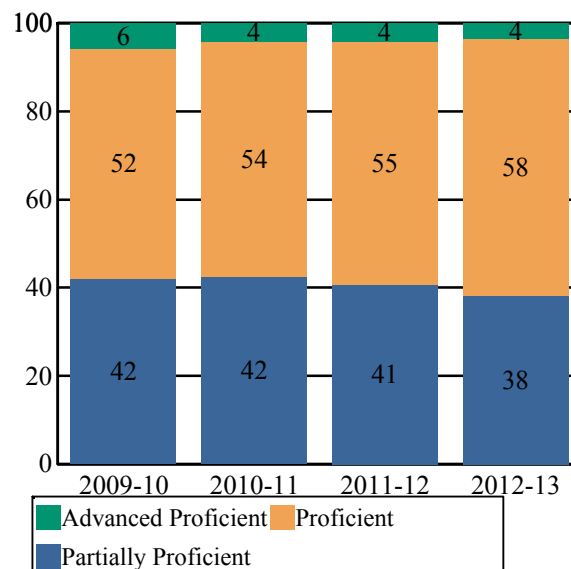
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	58%	38%
White	-	-	-
Black	4%	56%	39%
Hispanic	0%	77%	23%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	0%	64%	36%
Students with Disability	-	-	-
Limited English Proficient Students	0%	26%	74%
Economically Disadvantaged Students	4%	63%	32%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

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Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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NJASK Results - MATH Grade Level - 06

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	10%	44%	47%
White	-	-	-
Black	11%	43%	47%
Hispanic	0%	63%	38%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	9%	18%	73%
Students with Disability	-	-	-
Limited English Proficient Students	0%	21%	79%
Economically Disadvantaged Students	6%	48%	46%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 07

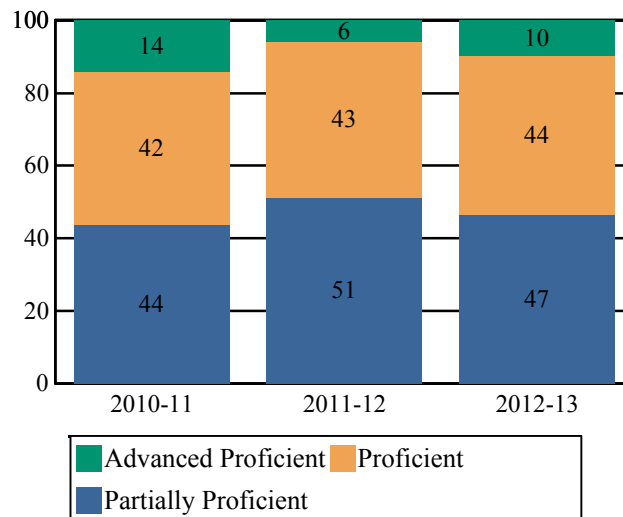
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	27%	67%
White	-	-	-
Black	5%	27%	68%
Hispanic	3%	39%	58%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	14%	14%	71%
Students with Disability	-	-	-
Limited English Proficient Students	0%	31%	69%
Economically Disadvantaged Students	7%	27%	66%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

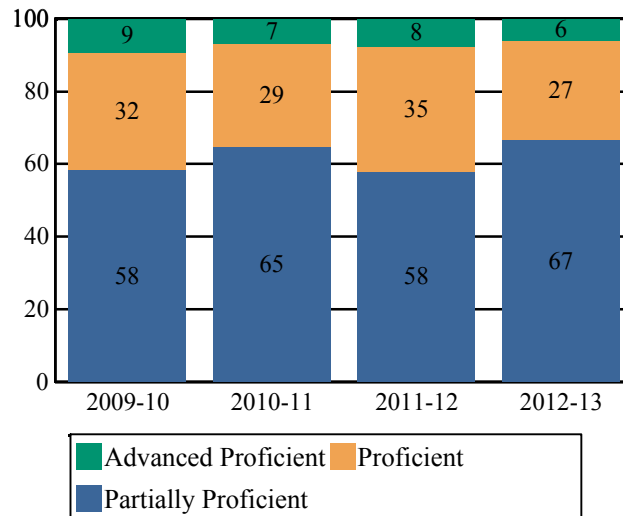
NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - MATH Grade Level - 08

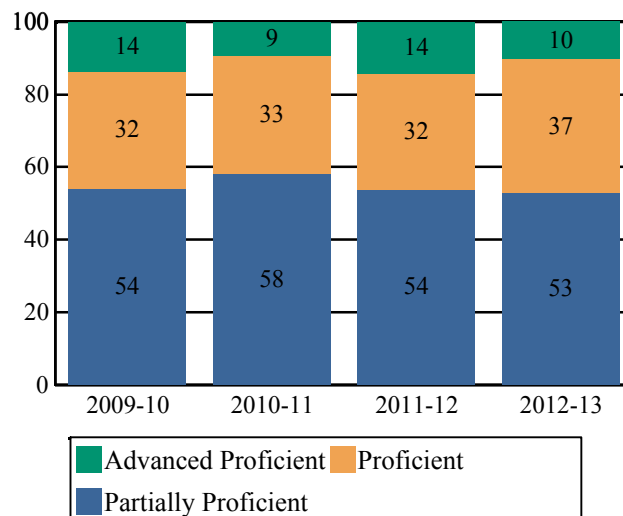
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	10%	37%	53%
White	-	-	-
Black	9%	40%	50%
Hispanic	23%	15%	62%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	4%	26%	70%
Economically Disadvantaged Students	11%	43%	46%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1213/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

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NJASK Results - Science Grade Level - 08

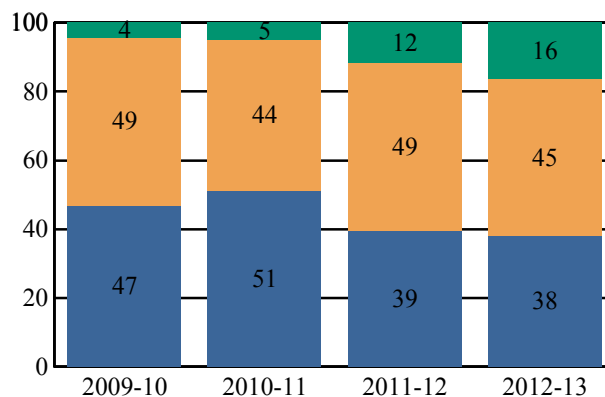
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	16%	45%	38%
White	-	-	-
Black	18%	45%	37%
Hispanic	8%	54%	38%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	3%	13%	83%
Limited English Proficient Students	4%	26%	70%
Economically Disadvantaged Students	17%	47%	36%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

COLLEGE AND CAREER READINESS

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	21%	52	45	20%	YES
Chronic Absenteeism (%)	14%	19	22	6%	NO
Summary		36	34		50%

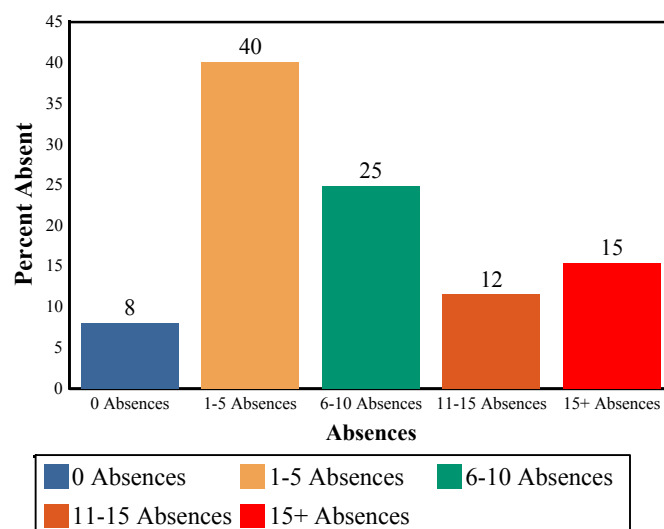
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2012-13	School
Students taking Algebra I	21%
Algebra grade (C or better)	86%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	41	42	22	35	YES
Student Growth on Math	45	30	35	35	YES
		36	29		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	31%	14%	10%
Proficient	12%	16%	16%
Advanced Proficient	0%	0%	2%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	28%	17%	8%
Proficient	10%	14%	14%
Advanced Proficient	1%	3%	5%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

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427 UNION AVE
IRVINGTON, NEW JERSEY 07111-2811

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	237	300
75th	206	225
50th	189	209
25th	173	191
0th	136	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	34

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	251	300
75th	202	231
50th	185	211
25th	168	189
0th	100	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	42

Grade Level - 06

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	280	300
75th	225	252
50th	201	225
25th	175	201
0th	100	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	51

Grade Level - 07

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	285	300
75th	207	250
50th	183	213
25th	160	183
0th	100	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	67

WITHIN SCHOOL ACHIEVEMENT GAP

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

UNION AVENUE MIDDLE SCHOOL
427 UNION AVE
IRVINGTON, NEW JERSEY 07111-2811

Grade Level - 08

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	258	300
75th	218	236
50th	207	220
25th	193	205
0th	145	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	25	31

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	297	300
75th	222	255
50th	191	219
25th	163	188
0th	121	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	67

SCHOOL CLIMATE

ESSEX
IRVINGTON TOWNSHIP

GRADE SPAN 06-08

UNION AVENUE MIDDLE SCHOOL
427 UNION AVE
IRVINGTON, NEW JERSEY 07111-2811

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2012-13	6 Hrs. 20 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2012-13	26.9%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2012-13	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2012-13	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2012-13	School
Faculty	11
Administrators	340

SCHOOL PEER GROUP**UNION AVENUE MIDDLE SCHOOL****13-2330-140**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

COUNTY NAME	DISTRICT NAME	SCHOOL NAME	CDS CODE	GRAD ESPAN	FRPL	LEP	SpED
BERGEN	CARLSTADT BORO	CARLSTADT PUBLIC SCHOOL	03-0740-050 PK-08	31.5%	3.5%	11.7%	
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #6	03-0890-080 KG-08	50.8%	7.6%	14.1%	
BERGEN	ENGLEWOOD CITY	JANIS E. DISMUS MIDDLE SCHOOL	03-1370-076 07-08	64.1%	11.9%	15.9%	
CAMDEN	CAMDEN CITY	HENRY B. WILSON FAMILY SCHOOL	07-0680-350 PK-08	53.5%	5.6%	5.3%	
CAMDEN	OAKLYN BORO	OAKLYN PUBLIC SCHOOL	07-3770-050 KG-09	38.7%	5.7%	17.1%	
CAMDEN	SOMERDALE BORO	SOMERDALE PARK SCHOOL	07-4790-020 PK-08	42.0%	8.3%	12.8%	
CAPE MAY	WILDWOOD CREST BORO	CREST MEMORIAL SCHOOL	09-5800-030 PK-08	30.9%	3.7%	16.3%	
CHARTERS	CLASSICAL ACADEMY CS OF CLIFTON	CLASSICAL ACADEMY CHARTER SCHOOL OF CLIFTON	80-6230-915 06-08	32.2%	0.0%	0.0%	
CHARTERS	GREATER BRUNSWICK CS	GREATER BRUNSWICK CHARTER SCHOOL	80-6635-930 KG-08	63.5%	15.6%	14.2%	
CHARTERS	THE RED BANK CS	RED BANK CHARTER SCHOOL	80-7720-915 KG-08	33.3%	8.3%	8.3%	
ESSEX	IRVINGTON TOWNSHIP	UNION AVENUE MIDDLE SCHOOL	13-2330-140 06-08	60.3%	11.9%	12.8%	
HUDSON	BAYONNE CITY	DR. WALTER F. ROBINSON #3	17-0220-030 PK-08	63.9%	23.0%	6.7%	
HUDSON	NORTH BERGEN TWP	ROBERT FULTON ELEMENTARY SCHOOL	17-3610-110 KG-08	61.5%	16.4%	8.5%	
MERCER	EAST WINDSOR REGIONAL	MELVIN H. KREPS MIDDLE SCHOOL	21-1245-070 06-08	30.7%	2.3%	13.8%	
MIDDLESEX	DUNELLEN BORO	LINCOLN MIDDLE SCHOOL	23-1140-060 06-08	41.2%	4.7%	8.7%	
MIDDLESEX	JAMESBURG BORO	GRACE M. BRECKWEDEL MIDDLE SCHOOL	23-2370-075 06-08	44.6%	4.9%	16.3%	
MIDDLESEX	PERTH AMBOY CITY	SAMUEL E. SHULL MIDDLE SCHOOL	23-4090-150 05-08	57.9%	11.2%	10.9%	
MIDDLESEX	PERTH AMBOY CITY	WILLIAM C. MCGINNIS MIDDLE SCHOOL	23-4090-140 05-08	65.2%	20.3%	10.2%	
MIDDLESEX	WOODBRIIDGE TWP	ISELIN MIDDLE SCHOOL	23-5850-080 06-08	30.3%	5.7%	10.0%	
MONMOUTH	BELMAR BORO	BELMAR ELEMENTARY	25-0270-020 PK-08	51.4%	9.7%	12.1%	
MONMOUTH	BRADLEY BEACH BORO	BRADLEY BEACH ELEMENTARY SCHOOL	25-0500-020 PK-08	62.5%	22.5%	14.4%	
MONMOUTH	NEPTUNE CITY	WOODROW WILSON	25-3500-060 PK-08	45.7%	5.0%	10.9%	
MONMOUTH	UNION BEACH	MEMORIAL SCHOOL	25-5230-050 PK-08	35.2%	0.7%	0.5%	
MORRIS	MORRIS SCHOOL DISTRICT	FRELINGHUYSEN MIDDLE SCHOOL	27-3385-075 06-08	32.6%	3.8%	15.7%	
MORRIS	NETCONG BORO	NETCONG ELEMENTARY SCHOOL	27-3520-060 PK-08	36.2%	4.4%	17.5%	
PASSAIC	CLIFTON CITY	CHRISTOPHER COLUMBUS MIDDLE SCHOOL	31-0900-035 06-08	58.7%	7.3%	10.4%	
SOMERSET	SOUTH BOUND BROOK	ROBERT MORRIS SCHOOL	35-4850-060 PK-08	47.0%	6.1%	10.1%	
UNION	ELIZABETH CITY	VICTOR MRAVLAK SCHOOL NO. 21	39-1320-240 PK-08	51.6%	5.1%	6.9%	
UNION	PLAINFIELD CITY	CEDARBROOK ELEMENTARY SCHOOL	39-4160-100 PK-08	68.8%	13.4%	13.4%	
UNION	ROSELLE PARK BORO	ROSELLE PARK MIDDLE SCHOOL	39-4550-085 06-08	36.5%	3.9%	15.1%	
WARREN	ALPHA BORO	ALPHA BOROUGH SCHOOL	41-0070-010 PK-08	31.9%	1.2%	9.3%	